



Westbourne School

Educating girls and boys for life

Westbourne School EAL Policy

This policy applies to all pupils, including those in the EYFS.

1. Principles

All children should be encouraged to achieve their full potential, and those with EAL should be supported appropriately, so that they are able to access learning material and make measured progress.

2. Aims

Westbourne School aims to support those pupils with EAL by:

- Ensuring the curriculum content is inclusive
- Having open dialogue with parents and carers about their children's education
- Ensuring the child's strengths and talents are recognised and maximised
- Making use of interactive resources available online and in lessons
- Providing additional sessions/classes/intervention(s) for those pupils requiring further support in accessing the English language

3. Arrangements for co-ordinating EAL provision

- Upon visiting the school initially, parents are asked to inform us if English is an additional language for their child.
- All pupils from Year 3 upwards are given screening tests on their taster days, to ascertain the need for additional support. EAL issues will be highlighted at this point too. The SENCo administers these taster day tests, and will advise (where appropriate) any specific intervention the child may need for EAL.
- Visiting pupils in Year 2 and below are closely monitored by staff during their taster days, and any concerns about EAL and communication is passed on to the SENCo.
- After discussion with the Headmaster, next steps will be taken. Please see below for examples of the next steps.
- It is the responsibility of all staff to monitor the progress of our EAL children. Staff liaise closely with one another about the impact of various interventions. Support is fluid, and can be adapted, removed or added to at any time.

4. Types of EAL provision offered

- Often, full immersion into mainstream lessons will be the most successful way of encouraging a pupil to pick up English. When this is the case, pupils are closely monitored by class teachers to ensure progress is being made.

- Sometimes, pupils with EAL will be offered additional 1:1 sessions with our specialist teachers, at an additional cost to parents. This support is usually offered where it appears likely that the child also has a specific learning difficulty.
- If the child appears to have no specific learning difficulties, but is struggling to pick up English via mainstream lessons, we may advise parents to seek additional 1:1 EAL support outside of school.
- For those pupils not requiring intensive 1:1 support for EAL, but who need some intervention, we may buddy them up with a Reading Mentor: an older pupil who listens to them read and offers support. Where possible we try to give them a mentor who has some knowledge of their first language.
- In some cases, pupils with EAL may be given an IEP, which teachers will refer to when planning their lessons. The IEPs can give teachers useful tips on how to support that child with their acquisition of English. It also gives suggestions about how to differentiate appropriately in lessons to ensure these pupils can make progress.
- Pupils in Key Stage 4 can, where relevant, be offered specific access arrangements in examinations, such as the use of a bilingual dictionary to support them.

5. Responsibilities

It is the responsibility of all staff members to monitor the progress of our pupils with EAL. If the child has an IEP, it is everyone's responsibility to ensure they have a recent copy of that IEP, and that it is adhered to in lesson planning. It is the SENCo's responsibility to write IEPs for those pupils who may require them, and for ensuring that they are kept, up to date, on the system. If a teacher has a concern about a pupil with EAL's academic progress, in the first instance they should evaluate their lesson planning, to ensure they are experimenting with a range of inclusive strategies. If they feel that adequate progress is still not being made after this point, it is the individual staff member's responsibility to speak with the SENCo about next steps, which may include one or more of the above interventions (see Section 4) being put in place.

This policy was written by Mrs Natalie Day (SENCo), in November 2013, and is due for review in November 2014.

Signed: _____

Date: _____